DOCUMENT RESUME

ED 422 555 CG 028 662

AUTHOR Ware, Mark E.; Davis, Stephen F.; Smith, Randolph A.
TITLE Developing Students, Developing Faculty: Incompatible or Compatible Goals?
PUB DATE 1998-08-00
NOTE 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; *Faculty Development; Higher Education; *Student Development; *Student Research; Undergraduate Students; *Undergraduate Study

ABSTRACT

Grounding students in research methodology is at the core of the undergraduate curriculum. Students usually conduct individual projects in the experimental psychology or research methods courses, and most undergraduate courses in the psychology curriculum contain a strong research component. The opportunities and benefits for undergraduate student and faculty development after students have completed their research projects are addressed. Specifically, convention presentations and journal publication opportunities are examined. Suggestions for poster and paper presentations on campus and at regional, national, or statewide meetings are presented. The benefits for students and for faculty working with and sponsoring undergraduate students in presenting their work are reviewed. Developing students' scholarly skills is compatible with developing faculty's teaching and research skills. A win-win situation exists for both faculty and students when faculty facilitate the implementation of students' presenting and publishing opportunities. Originally a poster presentation, this brief paper contains contact information for journals that publish undergraduate research. (EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Running head: DEVELOPING STUDENTS AND FACULTY

ED 422 555

Developing Students, Developing Faculty: Incompatible or Compatible Goals?

Mark E. Ware

Creighton University

Stephen F. Davis

Emporia State University

Randolph A. Smith

Ouachita Baptist University

Presented at the meeting of the American Psychological Association

San Francisco, 1998

CG028662

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. WARE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Abstract

This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research projects. More specifically, we examined convention presentations and journal publications. Because of the authors' extensive experience in sponsoring students' research and in editing the two most recently developed journals for publishing undergraduate students' research, as well as the Teaching of Psychology, we offered numerous suggestions for facilitating faculty implementation of students' presenting and publishing opportunities. Finally, the authors concluded that developing students' scholarly skills is compatible with developing faculty's teaching and research skills.

Developing Students, Developing Faculty: Incompatible or Compatible Goals?

Since 1879, empirical research has constituted psychology's methodological foundation. Thus, many courses (e.g., learning, memory, cognition, and sensation and perception) in the contemporary psychology curriculum have a strong research base. Moreover, students usually conduct their own research projects in the experimental psychology or research methods courses.

Currently, students can participate in at least one student research conference in more than a dozen states. Additionally, beginning in 1996, two new journals, Psi Chi Journal of Undergraduate Research and Journal of Psychological Inquiry, devoted to undergraduate research have appeared. The Journal of Psychology and the Behavioral Sciences is the oldest such journal, dating to 1966.

This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research projects. More specifically, we examined convention presentations and journal publications.

Opportunities

Opportunities for presenting research include (a) end-of-class poster and paper presentations (Gore & Camp, 1987; Baird, 1991) (such sessions are not limited to experimental psychology or research methods classes); (b) department-wide paper reading and poster sessions (Rosenberg & Blount, 1988) (a variant of this approach involves the inclusion of neighboring institutions); (c) regional students' psychology conferences (see Smith & Davis, 1997, p. 17); and (d) regional and national psychology conventions e.g., Midwestern Psychological Association and Southwestern Psychological Association). Opportunities for publishing research include at least the three journals identified above, which have produced issues in each of the last three years. Table 1 provides details regarding those journals. Of course, particularly high levels of meritorious student scholarship can and should be submitted to top-of-the-line professional journals.

Table 1

Information about psychology journals that publish undergraduate students' scholarly work

Psi Chi Journal of Undergraduate Research

Information: http://www.mercyhurst.edu/UPD/UPDdescriptions.htm#Psi Chi

Contact Person:

Dr. Stephen F. Davis, Managing Editor
Psi Chi Journal of Undergraduate Research
Department of Psychology
Emporia State University
Emporia, KS 66801
E-mail: davisste@esuvm1.emporia.edu

Journal of Psychology and the Behavioral Sciences (JPBS)

JPBS Homepage: http://alpha.fdu.edu/psychweb/JPBS.htm

Instructions for Contributors: http://alpha.fdu.edu/psychweb/Policy.htm#Policy

Contact Person:

Dr. Daniel J. Calcagnetti
JPBS Faculty Editor
Department of Psychology M06OA
Fairleigh Dickinson University
285 Madison Avenue
Madison, NJ 07940
Phone: (973) 443-8974
E-mail: robinc@enter.net

Journal of Psychological Inquiry (JPI)

JPI Homepage: http://puffin.creighton.edu/psy/journal/JPIhome.html

Instructions for Contributors: http://puffin.creighton.edu/psy/journal/inscon.html

Contact Person:

Dr. Mark E. Ware, Managing Editor
Journal of Psychological Inquiry
Department of Psychology
Creighton University
Omaha, NE 68178-0321
E-mail: meware@creighton.edu

Benefits

Benefits for students presenting research include (a) promoting creativity and critical thinking skills (Addison, 1996; Hubbard & Ritchie, 1995), (b) encouraging collaborative learning, (c) refining communication skills (Dunn, 1996; Schapman, 1998), (d) developing enthusiasm for scholarly pursuits (Khersonskaya, 1998), and (e) developing feelings of competence and familiarity with the entire research process (Wolverton, 1998). Benefits for students submitting manuscripts for publication include the previously mentioned benefits for presenting research, as well as (a) refining formal written communication skills (Lawson & Smith, 1996; Peden, 1991), (b) obtaining feedback from independent reviewers, and (c) enjoying the prospect for formal recognition for excellence in scientific investigation (i.e., publication).

Ordinarily students pursue scholarly activity inside and outside the classroom with the instruction, direction, and support of their teachers. Are such faculty efforts only for the students' benefit? We contend that faculty involvement in student research activities can have many benefits for teachers.

Benefits for faculty participation in student presentations include (a) reinforcing and extending their own scholarly skills, (b) establishing and maintaining collegial contacts, (c) developing contacts with faculty from graduate programs in psychology, (d) initiating peer teaching and research collaboration, and (e) increasing motivation for teaching and scholarly undertakings. Benefits for faculty involvement in student publication include (a) refining APA writing style, (b) improving writing skills, (c) enhancing knowledge and skills for teaching research, and (d) using published student research in the classroom to illustrate concepts and to model effective written communication.

Summary and Conclusions

Grounding students in research methodology is at the core of the undergraduate curriculum. Students usually conduct individual projects in the experimental psychology or research methods courses. Moreover many undergraduate courses in the psychology

curriculum (e.g., learning, memory, cognition, and sensation and perception) contain a strong research component. This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research.

Developing students' scholarly skills is compatible with developing faculty's teaching and research skills. A win-win situation exists, particularly for students and faculty at colleges and universities that emphasize and value teaching and research's broader meaning.

References

Addison, W. E. (1996). Student research proposals in the experimental psychology course. Teaching of Psychology, 23, 237-238.

Baird, B. N. (1991). In-class poster sessions. Teaching of Psychology, 18, 27-29.

Dunn, D. S. (1996). Collaborative writing in a statistics and research methods course. Teaching of Psychology, 23, 38-40.

Gore, P. A., Jr., & Camp, C. J. (1987). A radical poster session. Teaching of Psychology, 14, 243-244.

Hubbard, R. W., & Ritchie, K. L. (1995). The human subjects review procedure: An exercise in critical thinking for undergraduate experimental psychology students. Teaching of Psychology, 22, 64-65.

Khersonskaya, M. Y. (1998). Impressions and advice about making an undergraduate research presentation. Journal of Psychological Inquiry, 3, 50-51.

Lawson, T. J., & Smith, R. A. (1996). Formatting APA pages in WordPerfect: An update. Teaching of Psychology, 23, 56-58.

Peden, B. F. (1991). Teaching the importance of accuracy in preparing references. Teaching of Psychology, 18, 102-105.

Rosenberg, J., & Blount, R. L. (1988). Poster sessions revisited: A student research convocation. Teaching of Psychology, 15, 38-39.

Schapman, A. M. (1998). Tips for presenting a poster. Journal of Psychological Inquiry, 3, 53.

Smith, R. A., & Davis, S. F. (1997). The psychologist as detective. Upper Saddle River, NJ: Prentice Hall.

Towler, K. (1998). Preparing for the student research presentation experience. Journal of Psychological Inquiry, 3, 51-52.

Wolverton, A. S. (1998). Establishing an ideal program of research. Journal of Psychological Inquiry, 3, 49-50.